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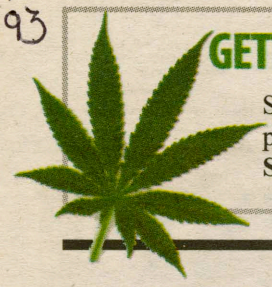


GETTING HIGH ON THE HILL

Should Hamilton revisit its marijuana policy to reflect New York State Law? **See page 6.**

LADY IN THE HALL

Lady in the Dark packs Wellin Auditorium as the choir performs their latest musical. **See page 12.**

RUNNER BREAKS RECORD

Winter track and field is in full force with record breaking runs and overall success. **See page 14.**

THE SPECTATOR

Thursday, February 9, 2012

Volume LII Number 17

PHOTO BY SARA MESSNER '15

Artwork, messages from 'The Universe' answer Sunday vandalism to Opus I window

by Kate Moore '12
Senior Editor

Many darkside residents awoke to an unfamiliar scene on Sunday morning. A ring of chairs, held together with caution tape, surrounded the windows outside of Café Opus I. Where once a floor-to-ceiling glass panel had been, stood a large wooden board instead. The makeshift barrier was hastily erected around 12 a.m. on Sunday morning, after the glass window was shattered.

"The investigation revealed that an unknown individual threw, pushed or kicked a metal café table through the six-foot-by-eight-foot window, leaving half of the glass smashed out," said Director of Campus Safety Fran Manfredo.

*see **Vandalism,** page 3*

Residential Life to run first-year orientation

by Jack Cartwright '15
News Contributor

Hamilton College's first-year orientation program has gone through a bit of shake-up. The College's Office of Residential Life will now run the program, which was formerly run by the Student Activities Office. The recent orientation for January-admitted and transfer students reflected this change.

In November, Dean of Students Nancy Thompson announced the creation of the ad- hoc Committee on the First-Year Experience. She stated that the purpose of the committee is to "explore, review and propose those approaches to the first-year experience that will be most effective at Hamilton."

Travis Hill, director of Residential Life and a member of the committee, discussed how often the committee's topics on the first-year experience pertain to Residential Life. Hill said, "Because of the importance of the residential component of the first-year experience, it makes more sense for Residential Life to run the orientation program."

While the change is significant, its implications are not as noteworthy. Hill and his colleague Janine Knight of Residential Life discussed their intentions to keep as much of the original program intact as possible. Hill said he hopes to "build upon an already strong orientation program." He did not see a real need for an overhaul of the agenda and the system already in place; instead he wants Residential Life to "put its own spin on an already great program."

Hill and Knight said their plan was to keep many of the same games and educational programs in place. There will be sessions on safety, alcohol and sexual assault that will largely stay the same. Nevertheless, Knight said due to the "overwhelmingly negative reaction to the Kristen Stewart video on sexual assault" shown at orien-

*see **Orientation,** page 4*

Students' religious beliefs evolve, persist on the Hill

by Allison Eck '12
Editor-in-Chief

No Hallelujahs on the Hill? Think again.

Hamilton, like many other liberal arts colleges, is home to many students who, perhaps contrary to their outward appearance or to what they publicly profess, are religious or spiritual on some level. The tendency to keep faith private, though, is not Hamilton-specific—personal reflection becomes more critical at a time when new ideas are coming at you from all directions.

In a *Spectator* survey sent to seniors regarding how the college experience changes one's belief system, respondents acknowledged that this tide of spiritual reconsideration likely sweeps over most young people when they reach a certain age. But it shouldn't be mistaken for a complete loss of faith.

"The more you pursue a higher education, the more likely you are to abandon your faith — at least that's what conventional wisdom holds," wrote Inside Higher Ed editor Scott Jaschik in 2007.

So when Republican presidential candidate Rick Santorum declared on Jan. 25 that American colleges and universities strip young people of their faith, media outlets retorted with citations of surveys proving otherwise. Specifically, sociology research done at the University of Texas at Austin in 2007 showed that while young adults generally become less religious across the board, the decline is greater among students who don't attend college.

A seemingly piecemeal collection of events for any individual may have religious ramifications; Hamilton seniors attribute their change in faith (or lack thereof) to a wide range of factors: distance from home or from their place of worship, aging, or altered family dynamics. No matter what the cause, though, development of a healthy, questioning mindset is important to students transitioning into adulthood.

A substantial number of students characterized themselves as less religious and more spiritual now that they have gone through almost four years at Hamilton. They say they feel more in touch with an individual conception of faith, even if they don't regularly practice. And they feel more philosophical as a result of their studies.

"After I took a philosophy course named Critical Reasoning, I became much more cognizant of the logical fallacies that preachers—like all other types of orators—often use to urge the members of their congregations to obey certain religious guidelines," said Woodger Faugas '12. "Although this course did not directly cause me to change my religious beliefs, I started to question all of the teachings that I had been exposed to all of my life as a Christian."

PHOTO BY GRETHA SUAREZ '15

On Friday, Feb. 3 the new Muslim Prayer Room was opened on the second floor of the chapel. College Chaplain Jeffrey McArn coordinated the event with two local imams, Munawar Moktadin and Semsudim Imamovic.

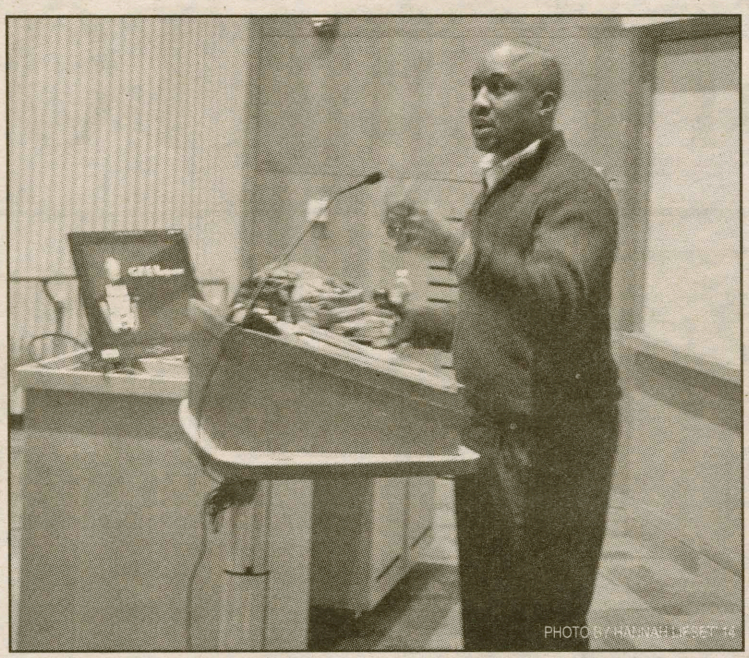
Others had the opposite reaction. Sarah D. '12 became more attuned to Christianity, having not grown up in a Christian household. "Hamilton gave me the opportunity to practice Christianity and discuss Christian thought, theology, and ideas more freely

*see **Religion,** page 4*

Black History Month keynote speaker explores hip-hop culture

by Catherine Hee '14
News Editor

"Hip hop has saved many lives. Drugs, crimes, the NYPD, any of that could have taken me out, but hip hop kept me focused," said Don C. Sawyer III, an instructor and doctoral candidate at Syracuse University. He spoke to a room of students and faculty on Monday as Hamilton's Black History Month Keynote Speaker. The lecture, co-sponsored by the Days-Massolo Center, the Office for the Associate Dean of Students for Multicultural Affairs and the Black and Latino Student Union, dealt with his research on Americans hip hop culture and how it relates to young black males.



Don C. Sawyer III began his talk entitled "Hip-Hop Culture, Perceived Anti-Intellectualism and Young Black Males by asking the audience questions about themselves.

Sawyer was born to teenage high school dropouts in the Lincoln Projects of Harlem during the cocaine epidemic. He talked about how hip-hop kept him focused and saved his life in a culture where a very low percentage of children graduate from high school. Growing up in poverty he explained that he had a supportive family and community centers, but it was hip-hop that kept him sane. While he went on to Hartwick College, most of his teenage rap group, N.F.L. (Niggaz from Lincoln), also "went upstate- but a lot of them went to the prison."

He graduated from Hartwick "with a degree and a daughter" and joined the army as a combat medic so his children would not need to grow up in the projects. Three more children soon followed, and Sawyer smiled proudly at his children watching from the back of the auditorium as he quipped, "it's hard to be gangster leaning back in a white minivan."

His research deals with a group of young black males at a "dismantled school," officially the school did not exist. When this particular school district in New York changed, a group of mostly African American eighth graders did not fit in the new building and were instead taught in one part of the old, breaking down building. Sawyer explained that the children live in a place without love, their success academically was not important to most of their teachers or the school district. At school they were under "constant surveillance" and needed to prove that they were not doing anything wrong. These students listen to hip-hop constantly and use it "to resist structures" in a school where out of 85 students, only 45 remained in school at the end of the year.

Sawyer speaks to show that hip-hop does not have a negative effect on the children. To the accusations that hip-hop encourages violence, Sawyer offered a few quotes from the children as evidence; one of the students, Robinson, explained "sometimes what they say is true. You can tell when they making stuff up and going too far…" Most of the students also claimed that the music kept them sane, motivated and gave them the ability to express themselves. At this school, Sawyer uses the spoken word with the eight graders, Black Ice is a particular favorite. He has the students then analyze "the poems" and tie them back to their lives. Many of the students also write lyrics of their own, giving them the opportunity to express their burdens.

Sawyer was easily able to hold the room's attention at one point looking up from his notes and rapping an entire song and encouraging audience participation saying, "come on, this is hip-hop; you have to talk back to me."

Cultural Events on the Hill

The Cultural Affairs Committee of Student Assembly works multicultural groups on campus to promote and raise awareness of diversity. To further support the various multicultural groups at Hamilton and notify the study body of their activities and agendas, the Committee will publish regularly in *The Spectator* about upcoming events and programs.

Monday, Feb. 12, 12 p.m.:
Days-Massolo Center
Diversity and Social Justice Project: Faculty Works-in-Progress

Tuesday, Feb. 14, 4:15 p.m.:
Days-Massolo Center
***Good Hair* viewing, co-sponsored by the Days-Massolo Center and Black Latino Student Union (BLSU). *Good Hair* is a documentary by Chris Rock presented as a part of Black History Month and lead up to the BLSU's panel discussion on hair, Feb. 23.**

Tuesday, Feb. 14, 7 p.m.:
Fillius Events barn
***Vagina Monologues* annual presentation by Hamilton students and faculty.**

Wednesday, Feb. 15, 4:15 p.m.:
Days-Massolo Center
David Pratt '80 will be doing a book reading of his book, *Bob the Book*.

If you have any questions about upcoming events or are interested in joining the CAC, email culture@hamilton,edu.

AMHERST BATES BOWDOIN COLBY CONNECTICUT COLLEGE

NESCAC NEWS

by Min Sohn '15
News Writer

Tufts student entrepreneur creates app for with stuttering

According to the Stuttering Foundation, more than three million Americans stutter, and Jack McDermott was one of those three million. As McDermott told Tufts reporter Marjorie Howard, growing up, stuttering had been "frustrating, but not overwhelming," and he avoided teasing by doing well academically and athletically. In order to gain more fluency, however, McDermott enrolled in an intensive speech therapy program in ninth grade, and this program gave him the inspiration for his app, Speech4Good.

DAF, also known as delayed auditory feedback, is one of the most common techniques to help this speech impediment. Through a device, a person's speech is artificially modified and then fed back to the person through headphones, so therapy students can consciously correct their mistakes. The person, however, has to be tethered to recording equipment in a speech therapist's office. McDermott realized two years ago that this same service could become accessible through the now common iPhone.

Introduce Speech4Good, the maiden product of Balbus Speech, a company launched by McDermott in May 2011. Although it is primarily aimed to aid people with a stutter, the basic technique can be applied to any sort of speech difficulty, such as articulation and voice therapy. Users can do speech therapy exercises and then hear a playback of their own performances. Every lesson gets stored in a digital library, and users can get specific feedback from a speech therapist by emailing their completed lessons. Even though therapists have used delayed audio feedback for around 30 years, by making this technology accessible to anyone, McDermott found his own unique niche for economic success.

Speech4Good costs $19.99, and innovations are constantly being made such as the ability to adjust the delay between speaking and playback or observing the sound waves of one's speech.

Wesleyan students help tutor youth for SAT

Although there are many tutoring organizations on the Wesleyan campus, none are quite as enthusiastic as Let's Get Ready! (LGR). LGR is present in many schools throughout the northeast, and their primary objective, as Jack Schofield '12 told the Wesleyan *Argus*, is "to provide a safety net for kids that fall through the cracks."

LGR not only prepares low-income high school students for the SAT but also provides college counseling. College students are trained to be coaches who tutor as well as mentor their students. Each coach teaches 2-3 students at a time, and a lot of time is invested to ensure that each student is assigned to the appropriate coach. Coaches also constantly engage their students. As Alice Wu '12 told *The Argus*, "We do a lot of follow up. If they aren't there in the first 15 minutes, we call. We want to let them know we care about them." The amount of time these coaches spend with their students really shows in their college acceptance rate. According to the LGR website, 90 percent of students involved in LGR go directly to college after completing the program. Many coaches also report hearing from their students that they have gotten into the college of their choice.

High school students, however, are not the only people that learn through LGR. College students can come with little to no prior experiences and still become tutors. As Lucy Britt '14 told *The Argus*, many tutors "come from all walks of life, and all are able to make a difference." LGR acts as a training ground not only for SAT warriors but also aspiring teachers.

MIDDLEBURY TRINITY TUFTS WESLEYAN WILLIAMS

$1,800 weekend damage to Opus I window 'just didn't need to happen'

from ***Vandalism,*** *page 1*

Manfredo encourages anyone with information about the incident to make an anonymous report via the TipNow hotline. In addition to requiring the time and attention of Campus Safety on what Dean of Students Nancy Thompson reported was a particularly rowdy night, the incident will also cost the College more than $1,800 in repairs.

Yet there is a bright side to this destruction, which unfortunately occurred just one week after a campus-wide discussion on alcohol use among Hamilton students. Much like the community meeting, students saw the blank wood panel as an opportunity for positive expression. By the end of the day, the panel was covered with artistic graffiti and inspiring messages and quotes. Though the artists remain largely anonymous, their work has been widely appreciated.

Many students patronizing Café Opus I in the past week took the time to admire the decorated panel and ponder its meaning. Sarah Goldstein, co-owner of Opus, said that the members of Physical Plant who quickly replaced the large glass window were reluctant to dispose of the wood panel, and were relieved when Goldstein asked them to move the work of art to the back landing for safe keeping.

"I'm hoping we can save it and find a place for it on one of our walls," said Goldstein, gesturing toward the comfortable sitting area that is already adorned with displays of students' creativity. Goldstein has asked Physical Plant, who had to pay for the wood, if she can keep the panel permanently.

The artwork does still have a negative association, however, for as Manfredo points out, it was created in response to a disrespectful and destructive act. "While the artwork was creative and nicer to look at than a blank sheet of plywood, it still does not change the fact that the College spent $1,800 to repair damage caused by vandalism that just didn't need to happen."

PHOTO BY DAVID MORGAN '15

PHOTO BY SARA MEISSNER '13

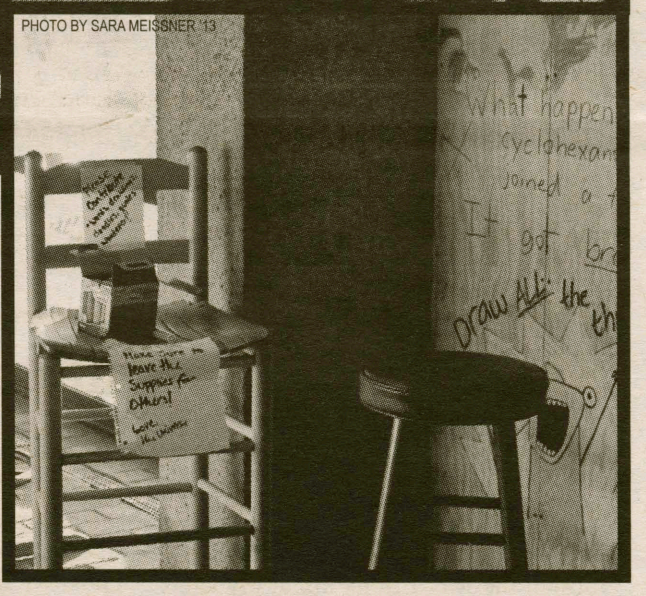


PHOTO BY SARA MEISSNER '13

After someone used a table to break the window outside Opus I on Sunday morning, a carpenter was called at 1:30 a.m. to deal with the damage. The temporary plywood repair put in the window's place was soon decorated by students with pictures, quotes and messages. Art supplies were placed nearby the wall so that others could contribute to the project. While the plywood has since been removed, Café Opus Co-Owner Sarah Goldstein hopes to keep it around the café.

Student Assembly Update

by Catherine Hee '14
News Editor

First year experience committee

After a particularly destructive weekend, including the shattering of one of the floor-to-ceiling windows of Café Opus, on Monday, Student Assembly discussed the creation of a campaign against destructive behaviors and excessive drinking in order to show student support. Different ideas were read for a possible slogan campaign, and someone suggested the creation of a student pledge. Something that students could sign to show that they do not support destructive behaviors. It was also proposed to include an addition of a social code to the Honor Code that every student signs when entering his or her first year. While nothing was finalized, it was decided that SA is fully behind this campaign and plans to raise awareness with one, or all, of these forms.

FebFest

The first winter carnival at Hamilton took place in 1938. The early carnivals included performances by Duke Ellington and Glenn Miller, but they slowly tapered off in the 50s. In 2000, students brought FebFest back to liven up the normally grey atmosphere. With FebFest approaching, Social Traditions Committee will be selling t-shirts and buttons in Beinecke Feb. 7-11. Students will need buttons to enter many of the events beginning Saturday Feb. 11. The festivities will kick off at 12 p.m. with the CAB Carnival in the Events Barn with inflatables and carnival food. Sunday will begin with a GNAR-B-QUE at 2 p.m. on the Dunham Green and will end with a Grammy Viewing Party in Sadove with an award for the student with the most accurate predictions. Monday's events include a Beer Tasting at the Little Pub, a Stand-up Comedy Open Mic Night and a skating showcase at 8:30 p.m. by the Hamilton Figure Skating Club followed by Open Skate. The annual *Vagina Monologues*, a presentation by students, faculty and staff will begin at 7 p.m. at the Fillius Events Barn with proceeds going to the YWCA and Planned Parenthood Utica. Wednesday will include two annual events; the Banff Film Festival, a 2.5 hour showing, will be at 7 p.m. in Kirner-Johnson 125, while Mr. Hamilton will take place at 8:30 p.m. and includes performances by HEAT, the Dance Team and the Finesse Step Team. The week will conclude with ELS's Rocky Horror Party at the Tolles Pavillion on Sat. 18.

Upcoming change to first-year orientation 'makes more sense'

from ***Orientation*** *page 1*

tation this past fall, they will most likely look for a new video. However, Hill and Knight did praise the panel that followed that video for their discussion of how the topic affects Hamilton students specifically.

One thing that will change, though, is the involvement of the Residential Advisors in orientation. A common misconception is that RAs will replace Orientation Leaders, which is not true.

Knight said, "We're not going to eliminate orientation leaders; we are just going to emphasize a strong collaboration between the two groups during the program." With no specific plan currently as to the role RAs will play, the idea generally is to introduce new students to their RAs and begin the formation of a strong, yearlong relationship.

Hill said, "We want RAs to be the best possible resource for new first-years. In the past due to negative perceptions about our RAs, there may have been a missed opportunity for the growth of such a relationship."

Hill and Knight wanted to dispel the notion that RAs are solely there to enforce policy and to reinforce that they are also there for informal counseling and community building.

First-year students agree. Eliza Kenney '15 said, "It would be really nice to have someone there for you as a freshman that you could feel comfortable talking to as a mentor. I think that right now RAs get a bad rap that they probably don't deserve because we didn't have the chance to get to know them well during orientation."

Wynn Van Dusen '15 shared a similar view. "I think it's important to form a bond with your RA, and initiating this during orientation week is a great idea. Nevertheless, I still think it is important that first-years have the ability to make a connection with their orientation leader and other upperclassmen, because that was a highlight of orientation for me."

Hill and Knight are very excited to run the orientation program this coming fall. They invite all students to apply for orientation positions that will become available in March or April. Around that time, they expect to have a much clearer and specific idea of their vision for orientation and will host information sessions regarding their plans. In the meantime they welcome all questions via email or in person.

Half-Century Annalist Letter

Daniel G. Kennedy, Class of 1934

'Gather We Close to Thee Again'

At every 50-year reunion, the class annalist presents a letter looking back on his time at Hamilton. In honor of the bicentennial, The Spectator *will frequently run excerpts from these letters.*

It was the best of times; it was the worst of times. The worst of times because by then, the country was on the threshold of the greatest economic depression in its history. And it was the best of times because we were all about 18 years old, strong and healthy, and most of us were in love or thought we were. Which, at that age, was just as good (maybe better).

It was the first time the 154 of us had gathered together. Most of us were from public high schools of New York, Pennsylvania and New Jersey, and some from good Eastern prep schools. A few of us arrived by automobile, but there being no Thruway then, most of us came via the New York Central in Utica, where we transferred to an interurban trolley, which in about 30 minutes deposited us in Clinton and, after circling the village park, sped back to Utica.

[...]The great difference in the Hamilton of today as compared to 1930 is the presence of more than 700 coeds, the same difference once hailed by the immortal cry of the anonymous Frenchman: "Vive le difference!" [...]

The 154 of us joined 302 other undergraduates to comprise an imposing student body of 456. The tuition in 1930 was — are you ready for this? — $250 per year! Dormitory choices ranged from $165 per year in South College where the deluxe suites were located, to $70 per year for more austere accommodations in North. [..] Today when we have seen, or painfully experienced, tuition costs escalating to nearly $15,000 annually, Hamilton's 1930 charges seem incredible. And let me add one more surprise: board consisting of three meals a day in Soper Commons, which was $7.70 per week freshman year, had actually been reduced to $7 by our senior year — a reduction of almost 10 percent. Fraternity house board was comparable, of course — $278 per year compared to Commons charges of $277.20.

Modest as these expenses seem to us today, they undoubtedly seemed staggering and hopelessly unaffordable to many an upper middle-class father in the early 1930s, broke and out of a job.

Students discuss 'faith development'

from ***Religion*** *page 1*

than I had previously," she said. "I believe my Christian worldview has transformed the way I think about my life's effect on others while I have been at Hamilton, I have thought considerably about how to live a sustainable, other-honoring life."

Visiting Associate Professor of Religious Studies Brent Rodriguez-Plate explained that in academia, this struggle is deemed "faith development," and it was first purported from a psychological standpoint by social scientist James Fowler. Plate says that college is a time (for educated middle-upper class) people to explore new ways of behaving, thinking and being.

"Importantly, there can be a lot of pain involved as students separate out from everything they thought they knew, and the families who are attached to that past," he said. "The struggle by the end if college is: where does the person fit in? Feeling that he or she can't go back to the old way leaves a big vacuum for something new. I think that often times students graduate somewhere in this limbo and do not have the best tools for how to seek something new and meaningful."

And professors have an interesting role to play in that process. "We arm students with a critical edge, which is vital," Plate said. "But we don't always do such a good job of helping find ways for students to put pieces of the puzzle together again."

Thomas Cheeseman '12 says Professor of History Douglas Ambrose was a positive influence in this regard. "My experience at Hamilton has pushed me towards a real understanding of religion. I was raised Roman Catholic, but by the time Confirmation came around I was wholly disillusioned by the whole Church," he said. "It was into my second semester freshman year that I fell, by accident, back into Christianity. The questions of faith posed by my mentor and friend Professor Ambrose at the Christopher Dawson Society deeply troubled me. Where did I ground my values?"

Some students feel a greater comfort being amongst like-minded peers; organizations like Hillel, the Muslim Student Association (MSA) and the InterVarsity Christian Fellowship are warm and welcoming communities for such students.

"Although we are a small campus harboring an even smaller religious body, the fact that some people somewhere can learn to live together despite differences in faith gives me hope for the rest of the world," said Tani Leigh '12, a member of the MSA. "Now I am no longer ashamed to want to define myself as a believer of a certain or even multiple faiths."

"I realized that I prefer to handle my spirituality on my own," concluded Emily Gaudet '12. "I'm much happier this way."

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Fixing first-year foibles

The Committee on the First-Year Experience is slated to talk with members of the community next Monday about the challenges students face when they arrive at Hamilton. The discussion could not come at a more opportune time; the campus, amidst concerns surrounding destructive drinking behavior, could benefit from a second look at how one of the most critical aspects of the first-year experience—orientation—sets the stage for the rest of a student's college career. One major revision to the way orientation is run has already occurred: Residential Life now leads orientation, starting with last month's program for Jan-admits and transfers.

But what does this take-over actually say about the role Res Life plays in students' lives? More than anything, the transition from high school to college is a lifestyle change, so it seems only appropriate that Res Life, instead of Student Activities, will oversee orientation from now on. We are happy to see this change in philosophy taking shape; associating orientation with the defining characteristic of college life (that is, living in a dorm), is a logical step that has great potential to dramatically improve students' transition to college. A whole host of social and behavioral obstacles arise from dorm life—many of which involve alcohol—and so the first step in alleviating those obstacles is allowing Resident Advisers (RAs) to become more integral to the orientation process.

This is not to say that RAs don't already play an active role in helping their advisees adjust; in fact, we recognize that most RAs do a fantastic job of making sure first-years feel like they are part of a warm and welcoming community. However, we believe that in previous years, RAs and orientation leaders (OLs) have given first-years mixed messages about college life. Alcohol policy is particularly problematic when it comes to this issue; there is a tendency toward OLs providing a more lax picture of Hamilton drinking policy, whereas RAs are more confined to conveying rules and regulations. There is a demonstrated need, then, for coordinated language between RAs and OLs—how do these upperclassmen "mentors" differ in their ways of relating and talking to first-years? And how can we help first-years understand these roles?

Having RAs involved in the more enjoyable aspects of orientation could change their reputations and help first-years see them as allies and resources rather than simply extensions of the administration. Above all, though, we believe that RAs and OLs could better align their goals so as to give students both a pragmatic perspective on the established Hamilton social life as well as the opportunity to create alternatives for themselves. We propose that during orientation, students have small-group discussions led by their OLs and RAs about alcohol before they begin drinking at Hamilton. That way, they would already have a dialogue established with their RAs when issues around alcohol do arise, making it easier for students to seek advice from them.

We commend the College for deciding to put orientation under the umbrella of Residential Life; this seems like the first step toward a more thorough understanding of how alcohol education, as well as students' acclimation to Hamilton social life in general, factor into orientation. We hope, however, to see more student involvement, which will be the most effective way to encourage and establish a productive dialogue about drinking at Hamilton in years to come.

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Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

Nevertheless, *The Spectator* has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. The Spectator reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

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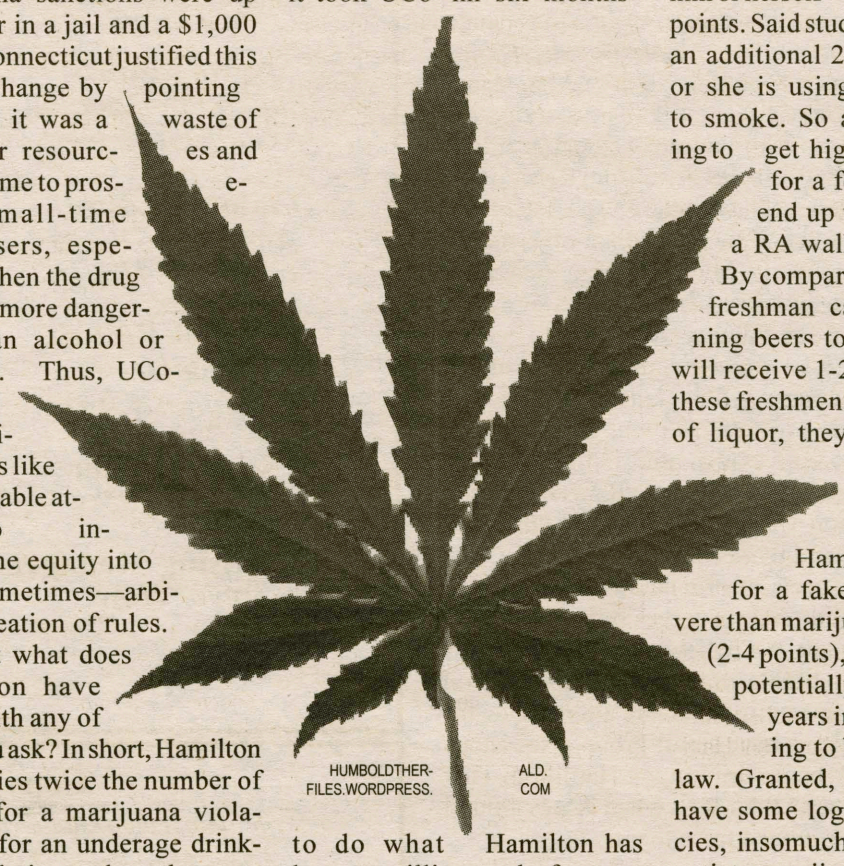
Hamilton's marijuana policy: Incoherent and unacceptable

by Anderson Tuggle '14
Opinion Editor

Only a month ago, the University of Connecticut took a step forward for sensible college drug policy: It lowered the punishment for small possession of marijuana, equalizing it with the punishment for underage alcohol possession. Both violations now result in a warning, participation in a school health program and a "Wellness and Prevention educational sanction." The university adapted their rules specifically in response to the state of Connecticut's decriminalization of marijuana in summer of 2011, the 14th state to do so.

According to the National Organization for the Reform of Marijuana Law's website, "Typically, decriminalization means no prison time or criminal record for first-time possession of a small amount for personal consumption." Decriminalization turns a crime into a violation, which is like a traffic ticket. Under Connecticut's new law, those caught with under a half ounce of marijuana will receive a fine of $150 and a 60-day license suspension, while those caught possessing alcohol underage already receive a fine of $181 and a 150-day license suspension. (As a point of reference, the original marijuana sanctions were up to a year in a jail and a $1,000 fine.) Connecticut justified this policy change by pointing out that it was a waste of taxpayer resources and police time to prosecute small-time drug users, especially when the drug was not more dangerous than alcohol or tobacco. Thus, UConn's new policy seems like a reasonable attempt to insert some equity into the—sometimes—arbitrary creation of rules.

But what does Hamilton have to do with any of this, you ask? In short, Hamilton still levies twice the number of points for a marijuana violation as for an underage drinking violation, when the state of New York decriminalized marijuana—just like Connecticut—in *1977*. By New York State law, first-time possession of under 25 grams of marijuana will result in a fine of no more than $100; a near identical penalty occurs for underage alcohol possession. So, yes, it took UCo- nn six months to do what Hamilton has been unwilling to do for over 30 years. Namely, lessen the antiquated penalty for small marijuana possession so that it lines up with the penalty for underage alcohol possession.


HUMBOLDTHERFILES.WORDPRESS.COM ALD.

Currently at Hamilton, a student caught smoking a casual joint of marijuana outside—without an iota of alcohol in him or herself—will receive 4-6 points. Said student will receive an additional 2-4 points if her or she is using paraphernalia to smoke. So a student looking to get high and chill out for a few hours could end up with 8 points if a RA walks up on them. By comparison, a group of freshman caught shotgunning beers to get hammered will receive 1-2 points each. If these freshmen are taking shots of liquor, they can still only end up with 4-5 points maximum. Even Hamilton's penalty for a fake ID is less severe than marijuana possession (2-4 points), a crime that can potentially result in seven years in prison according to New York State law. Granted, Hamilton does have some logic in their policies, insomuch as they differentiate marijuana from other controlled substances: Possession of cocaine or acid is 8-10 points. Nonetheless, this discrepancy between marijuana and underage drinking punishments strikes me as absurd.

However, even if one makes the arguments that UConn is a public school (more attuned to state law) while Hamilton is a private school, and that we shouldn't just change our policies because of the bandwagon approach, let us look at this issue on pure empirical grounds. Two of Hamilton's guiding principles for regulation, as listed on the website, are Respect for Others and Respect for Property. Since when has marijuana smoking ever led to property destruction, sexual assault or fighting? As anyone who has used marijuana can tell you, the most common effects of the drug include increased appreciation of humor, introspection and abstract thinking. Hardly a recipe for disaster.

Alcohol's effects, meanwhile, often lead to staggering, vomiting and heightened emotions. Take a look through any of the most recent Nancy Thompson e-mails—which include occurrences like the recent smashing of an Opus window—and judge for yourself whether or not alcohol results in more "respect" than marijuana. (Although it does not say directly, it is more than obvious that all of the violations in the e-mails took place under the influence of alcohol.) Hence, in my opinion, the school owes it to its students to not pretend that marijuana is twice as destructive as alcohol, and thus levy twice the penalty.

I will not just use this space to complain, though, as I believe it to be unproductive. Here is a concrete solution: Make marijuana possession under 25 grams a 2-4 point violation and, if the school thinks this will be seen as too lax, add some kind of service or educational component. The most important thing is that the school recognizes the incoherence of its current policy and works with its students to make the Hill a fairer and safer place for all.

Thumbs Up	Thumbs Down	Who Cares?
Dean Thompson does TU/TD: Aww, good try, Dean Thompson! :-)	Eleanor Roosevelt, The Opera: I can't wait for Franklin's big dance number!	Nigel Thornberry meme spreads around campus: Smashing! Blarghharghhhh.
Feb Fest Carnival: Just don't ask any pledges to walk the elephants...	Buffergrams: Because nothing says "I love you" like hiring 16 other men to say "I love you."	Febfest Candyland theme: Ooh! Just like California Gurls ft. Snoop Dogg!
Hogwarts at Hamilton Sorting Hat Late Nite: Aaaand Wertimer is Hufflepuff.	It's Open Mic Night, not Open Mike's Night. And now I have 8 points.	McEwen does an Indian-themed food week: This is naansense. Just kidding. Why so curry-ous?
RA Interviews: "I hate tapestries!"	Tour Guide Interviews: "I love Late Nites!"	AA Interviews: "I'm allergic to soap!"

by Matt Seaman '12, Andrew Robinson '12, Michael Magaziner '14, and Wynnie Van Dusen '15

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

Letter to the editor

Re:"Hamilton statistics on students' majors demonstrate disparity between genders"

To the Editor: As the chair of a department that has long sought to address the gender disparity in our concentrations, I read with interest Nora Grenfell's recent story on this important subject. I was surprised, however, to find that Government was included among the departments with the "greatest gender disparity." The department offers three separate, though interrelated, concentrations (Government, World Politics and Public Policy). Drawing data fromonly one of the three, the story presents an inaccurate picture of our concentrations, which—with a combined total of 46 men and 40 women in the class of 2011—are roughly on par with the national norms cited in the story.

—Robert WT Martin, Chair, Department of Government

Two years after devastating quake, Haiti still holds hope for future

by Jessica Moulite '14
OPINION CONTRIBUTOR

January 12, 2012 marked the two-year anniversary of the devastating earthquake that ravaged the island nation of Haiti and took the lives of more than 300,000 people. Even after the 24-hour CNN coverage of the quake subsided and the remake of "We Are the World" garnered much support for those affected by the earthquake, the effects of this natural disaster still loom for millions of Haitians to this day.

Although many liken being on the Hill to living in a bubble, there are some things that even Hamilton cannot shield us from. Sabrina Debrosse '14 lost her grandmother due to the earthquake's impact on Haiti's infrastructure. Although she survived the 7.0 magnitude quake, her grandmother contracted cholera during an outbreak after the disaster. Anthony Mathieu '12 still recalls being on campus a week early during Winter Break and feeling anxious due to his inability to directly contact his family.

While the disaster caused strife and heartbreak for many, I hold a different perspective on relief efforts following the earthquake.

Unlike many people who felt they did their part after the earthquake by sending a text message, I have never felt obligated to give money. I have relatives that live in Haiti, and my family in the United States regularly sends them clothing and anything else we can, as opposed to texting and wondering where our donation is truly going.

It's frustrating that after two years, the people of Haiti still have to live in unsatisfactory conditions. "More than a half million still live in tent cities and rebuilding has been painfully slow," reported Brian Williams of *NBC Nightly News*, when he spoke of the earthquake's anniversary.

Due to Haiti's history of corruption and poor management, I remain skeptical to this day as to whether or not Haiti recieved all of the donated money, or if the authorities spent the money efficiently. But I still believe that Haiti requires more time and foreign aid before the country can be restored and can rely on itself. I will caution, however, that foreign aid creates a vicious cycle of dependence. Haiti cannot always have a spoon in its mouth; it needs to stand on its own eventually. I hated the depictions of Haiti on the news as unsalvageable. Yes, intense coverage by the media created alarm and helped the relief effort, but as a Haitian-American, it was absolutely embarrassing.

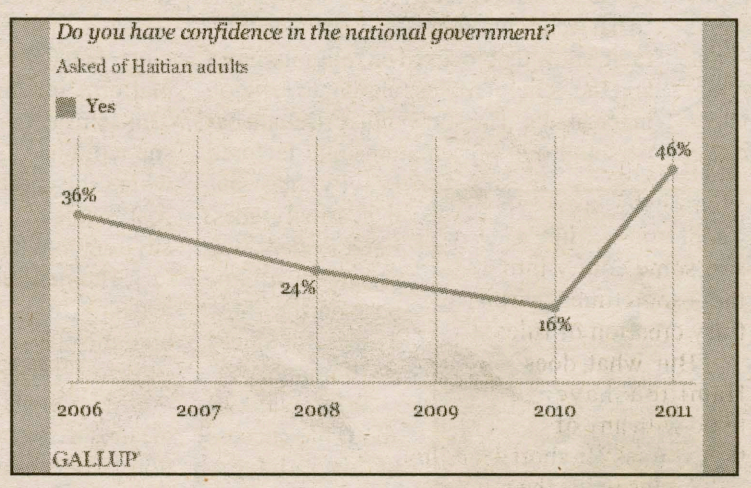
Assistant Professor of Africana Studies Nigel Westmaas grew up in the Caribbean and is aware of the challenges Haiti faces as it tries to rebuild itself.

"There has to be more involvement of ordinary Haitians and higher demands on the political directorate to deal with the social and political neglect and chaos, especially after the earthquake," said Professor Westmaas. Although he is hopeful for Haiti's future, his expectations resonate with mine.

The earthquake brought great tension to an already struggling nation, but due to the fact that approximately 70 percent of Haiti's population is below the age of 30, I believe Haiti has the ability to change and rebuild for the better in the future if the youth are willing to put in the effort to create a better and brighter Haiti.

Many other Hamiltonians of Haitian descent remain optimistic about Haiti's future and believe in its potential to recover. Jorett Joseph '15 remembers her high school's efforts to provide aide to Haiti by holding food drives, in addition to sending them items like clothes and toiletries.

Although Haiti's namesake is democracy, we cannot escape the fact more action needs to occur. Progress will only truly manifest itself when the Haitian people themselves have control over the many facets of their lives. As one Haitian proverb says, "Tanbou prete pa janm fè bon dans" (A borrowed drum never makes for good dancing). But another exists which also applies to this situation: "Men anpil, chay pa lou" (When many are involved, the burden is less heavy).



Beyond hook-ups: building relationships on the Hill

by Vrinda Khanna '13
OPINION CONTRIBUTOR

Hooking up at Hamilton: it's the best of times, it's the worst of times. It can be the ultimate high or the ultimate low, depending on what we're looking for in these encounters. As far as I've observed, it is precipitated by a social atmosphere and a bit of liquid courage. However you define hooking up—from smooching to having sex—it insinuates an intimate set of relations between people. It may or may not be considered part of the essential Hamilton experience, but there is certainly a lot of it happening on campus.

In my experience, talking to people about hooking up generally yields positive responses— and why not? It's free, a good source of exercise and a good way to release built-up tensions from the work-laden week. Provided you and your partner are safe and smart, there are few disadvantages to going out on a weekend and having a good time. That is, unless you're looking for something more serious than a casual fling: an actual relationship.

Although there certainly are people in committed relationships, it seems like the primary dating culture at Hamilton involves relationships that only last a night or two. I've known people whose hook-ups have developed into relationships, but that's rather uncommon. It seems strange how the process in that situation is reversed; you get to know someone intimately and then become friends. It's great when it works out, but it seems like an inversion of the preconcieved notions of courtship.

It's taken me two and a half years at Hamilton to develop a decisive opinion about the hooking up culture. At first I was surprised. The transition from my bubble of friends who barely breathed tales of sex, alcohol and drugs, to an atmosphere where they're basically part of the social life stunned me. Surprise turned into interest: Could I be one of those classically attractive Hamilton students who could charm another attractive specimen at a Bundy party? Interest turned into experimentation, hope, regret, experimentation, and so on until the final stage of acceptance. I realized I wanted something more than hooking up had to offer: an emotional connection, one of hooking up's fatal flaws.

Though hooking up fulfills sexual desires, it suppresses other emotional feelings like attachment and love. In my experience, it's very hard to separate the physical and emotional aspects, and thus, the whole concept of hooking up made me feel conflicted and crappy about myself. I couldn't figure out how people successfully push aside their other emotions when they wake up next to a one-time lover, say goodbye and see him or her in Commons a few hours later. Since Hamilton is such a small school, seeing a new acquaintance from the weekend is a nearly unavoidable experience.

So, what is the actual dating culture at Hamilton? How do people who long for emotional attachment actually get into relationships since it seems that the most intimate relations occur on the weekends and are fueled by alcohol? Why are we less afraid to flirt with potential lovers at a party rather than the dining hall?

I think it's because we have fewer inhibitions and know that our person of interest probably does, too. In any everyday situation, approaching someone we like the way we would at a party is a lot more difficult. The possibility that a special someone will reject us, our personalities and our egos shakes us to the core. It prevents us from asking out that guy from our intramural soccer team who we barely know but think is rather dashing. We must overcome the fear of rejection. Some of us already have the ability to approach others, exude confidence and be direct with our intentions and interests; that's the best way to get what we want.

For those of us who aren't yet completely comfortable with ourselves, how do we do that? By transferring some of the confidence we exhibit in activities, athletics and social lives to this other aspect of our self-image: the part of our persona that wants to believe it is attractive, desirable and worthy of attention from a romantic interest. If we show that we like ourselves and act like we know what we're doing, chances are the person we're interested in will think the same.

Life is about taking risks. Of course we won't find what we're looking for right away and may be stepped on before we get there, but isn't getting rejected part of life? We just have to learn from each situation and keep putting ourselves out there. We are confident in so many aspects of our lives that this positive self-image is just an extension of our overall persona. Once our self-confidence begins to brew in the heart and mind rather than in a solo cup, then we relationship-lovers won't be disappointed to learn that love doesn't happen at a Bundy party. We need to make it happen somewhere we are completely comfortable being ourselves.

But for those of us who enjoy short-term, no-strings-attached, one-night relationships: Keep doing what feels right.

Professors teach what they preach: innovation

by Julia Grace Brimelow '14
FEATURES CONTRIBUTOR

At Hamilton College, the integration of technology has become a standard feature of the classroom experience. Just as smart phones, laptops and iPods are central to modern life, so too are PowerPoint, Blackboard and all-campus mail essential to the contemporary lesson plan. Hamilton ITS reports that 85 percent of the classrooms here are equipped with computers or data projectors and 80 percent of courses use the Blackboard system. It is apparent that professors have embraced technology as an effective supplement to traditional teaching practices.

But today's college student is no stranger to this technology. The internet, for example, has not changed the way students communicate, but rather serve as a tool of communication. Students have come of age in a world where technology dominates our information-driven society. As a result, our tech-savvy generation views traditional tech-teaching tools such as PowerPoint and class blogs to be less innovative and more mundane.

GLASSBERGEN.COM

In an educational environment where technology has become conventional, professors at Hamilton are redefining what it means to use "non-traditional" teaching tools in an increasingly virtual world.

"Students here expect creative approaches to teaching," remarked S. Brent Plate, visiting associate professor of religious studies, "that is the beauty of a liberal arts college." Plate, who last semester taught a class titled Religion in the Media with a radio show component, has adjusted his lesson plan and teaching style to employ a more integrative, imaginative use of technology.

Last semester, Plate answered WHCL's call for more creative show types with "That Religious Show," an hour-long talk-radio show that focused on religious news and the general topics relating to religion in the media. The show replaced small papers and oral presentations and factored heavily into student's final grades. Each student was required to appear on the show 3 times, for blocks of 10 minutes.

When asked about the success of his radio experiment, Plate replied, "I found the students to be very receptive. The whole experience was less static. Very public and proactive." The show required students to participate and apply their analytical skills towards a new medium: talk radio.

Plate is part of a growing number professors who aim to integrate not just technology but modern media into the classroom. This movement reflects a desire on the part of professors to stimulate the passions of their students in an innovative way that blends classroom collaboration and real-world exposure.

Jennifer Thomas, Visiting Assistant Professor of Classics, arrived at Hamilton this fall with experience integrating "non-traditional" teaching tools into her courses. At Oberlin College, she implemented a variety of online role-playing interfaces with a Classics twist. She instituted a mock Roman election using i-clickers and ran a simulation of Rome circa 64CE using a social networking platform playfully named "Neropolis." This semester, in her Classics 120 course, she will once again integrate Neropolis, which she describes as a "reacting to the past" game played in a social networking environment like Facebook."

Thomas believes that these types of teaching tools have positively affected both the classroom environment and her students' learning experiences.

"Neropolis is all about an intuitive means of connection and communication," offers Thomas. "It's a dynamic that everyone knows."

Her web-interfaces are designed to require participation in a collaborative environment. Hands-on learning, she believes, allows students to remove their modern prejudices and see the point of view of the people they are acting as. This type of personal investment is invaluable in a humanities setting, because students translate the experience of acting into active analysis of texts.

"Teaching becomes more than me just telling it," remarks Thomas, "Neropolis is memorable and integrative."

It is the intuitive, collaborative environment that students crave and professors love. Using the radio or a social networking platform adds a new dimension to the modern learning experience that is all about taking academia outside of the classroom. Plate has even taught a class that combines religious field trips with Google Maps, creating both virtual and physical representations of religious sites in the Oneida county area. Instead of implementing technology for technology's sake, such as a tired blog or Wiki, professors use these tools to increase consciousness about their subject outside of their lectures.

"[Traditional] teaching methods are going to change very soon, as people in grad school today who had much exposure to technology throughout their own education start teaching," says Thomas. Stale use of chalkboards and discussion boards will give way to the adoption of "non-traditional" teaching tools, such as the ones profiled in this article, simply because students will not be engaged by anything else.

But for now, as students of the liberal arts, we enjoy the innovative methods of our professors who understand that education is about effectively addressing the needs of a dynamic community of learners and bringing intellectual inquiry into everyday life.

FROM WHERE I SIT

HAMILTON'S INTERNATIONAL PERSPECTIVES

by Mbuotidem Isaac '15
FEATURES CONTRIBUTOR

Religion is like a penis. It's fine to have one, and it's fine to be proud of it, but please don't whip it out in public and start waving it around. And PLEASE don't try to shove it down my child's throat.

Do you agree or disagree with the preceding statement? O.K, let's play a game here. What about...

Atheism is like a penis. It's fine to have one and it's fine to be proud of it, but please don't whip it out in public and start waving it around. And PLEASE don't try to shove it down my child's throat.

Now what do you think? Do you agree or disagree? Hold that thought.

Some weeks ago, as part of my assigned readings, I read an article titled: "Debate? Dissent? Discussion? Oh, Don't Go There!," by Michiko Kakutani. Kakutani is an American Pulitzer Prize-winning critic for *The New York Times* and is considered a leading literary critic in the United States.

Kakutani argues that in the quest for political correctness, many have adopted a taciturn stance, preferring to mask their opinions and convictions, in the fear that they will not align either with those of others or with the more popular opinion. This, in turn, has led to a general paradigm shift towards stifling of discourse over issues, particularly those considered to be of a sensitive nature. Such an atmosphere makes it okay for people to make statements such as those above.

I agree with Michiko's observation that students have become more diplomatic, more aware of the differing opinions, viewpoints and ideologies in today's world. But is awareness alone sufficient? When I recently told a peer that I believe in creation, his first reaction was "Are you serious? You mean you are a college student and you believe in that!?" That was a kinder reaction.

On other occasions, I've been rewarded with an incredulous look that says "I can't believe they let people who still believe such things into Hamilton." or "What a pitiable misguided ignorant fool you must be." Should this be the case?

Most people have strong convictions and although some may choose to pretend otherwise, I feel it is intellectually dishonest. Colleges are supposed to be sanctuaries of intellectual discussion and debate. An atmosphere where being vocal about your beliefs is met with hostility or any form of belittlement should be undesirable at any college.

Instead of putting up a veneer of tolerance and proving false to its power, perhaps we could take it further. What about if we cultivate genuine respect for other's differing opinions? I think that the mentality that certain issues should be stowed away as skeletons in cupboards is hardly respectful.

There is, I believe, a subtle difference between just tolerating differing opinions and respecting them. An atmosphere of tolerance would be satisfied simply with just saying "whatever" or "don't go there" , phrases Katukani says are the identifying marks of our generation.

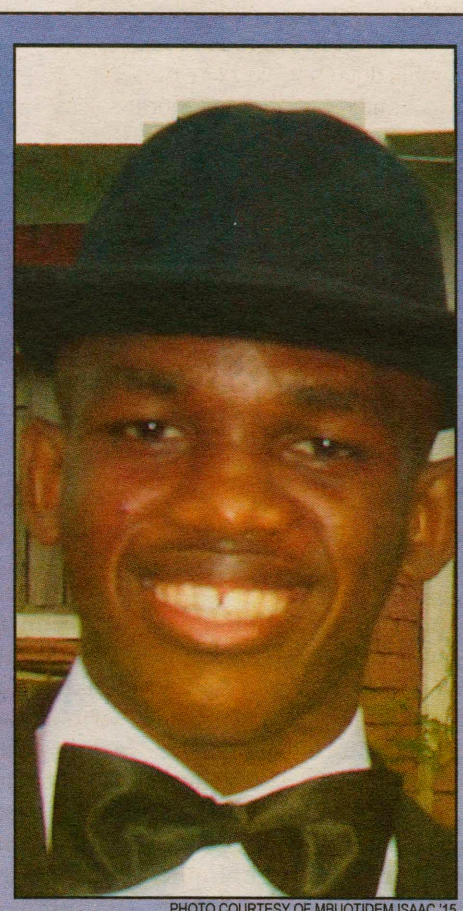


PHOTO COURTESY OF MBUOTIDEM ISAAC '15

Now think back to those quotes at the beginning of my article. You may have initially agreed with one or the other. But maybe now, you feel differently. Or perhaps, you still strongly agree with one or the other. Whatever the case, it's fine to hold your conviction. But it is also fine to maintain an atmosphere of respect, one that should seek to engage with differing viewpoints, allow for dialogue and debate. I shouldn't have to worry about being cast as a simpleton simply because I believe in Jehovah.

Forbidden love and murder:

A new documentary makes use of Hamilton resources

by Hannah Grace O'Connell'14
FEATURES CONTRIBUTOR

"But the next morning the boat didn't come back." So begins *North Woods Elegy*, filmmaker Derek Taylor's documentary on the 1906 Gillette-Brown murder story. The case of a young man murdering his pregnant girlfriend while boating on a lake in the Adirondacks remains one of the most notorious crimes and trials of the early 20th century. Hamilton College possesses of many original documents pertaining to the case, the screening was an opportunity to revisit some of the school's most noteworthy documents.

The film was screened at Hamilton on Tuesday, with Taylor and leading Gillette case experts Jack Sherman and Craig Brandon present to shed light on a mystery that still fascinates Americans over one hundred years later. *North Woods Elegy: Incident at Big Moose Lake* centers around the murder of Grace Brown by her lover Chester Gillette. Gillette and Brown worked at a factory in Cortland, NY (roughly an hour southwest of Hamilton), where they secretly became romantically involved. When Brown became pregnant, she left Cortland and wrote to Gillete constantly, begging him to help her. Finally, Chester responded, and the two went north to the Adirondacks. While boating on Big Moose Lake, Brown drowned, and Gillete was soon arrested and charged with first degree, premeditated murder. Brought to Herkimer County for trial, in a case that sparked the attention of New York newspapers and the entire country, he was convicted and received the death penalty.

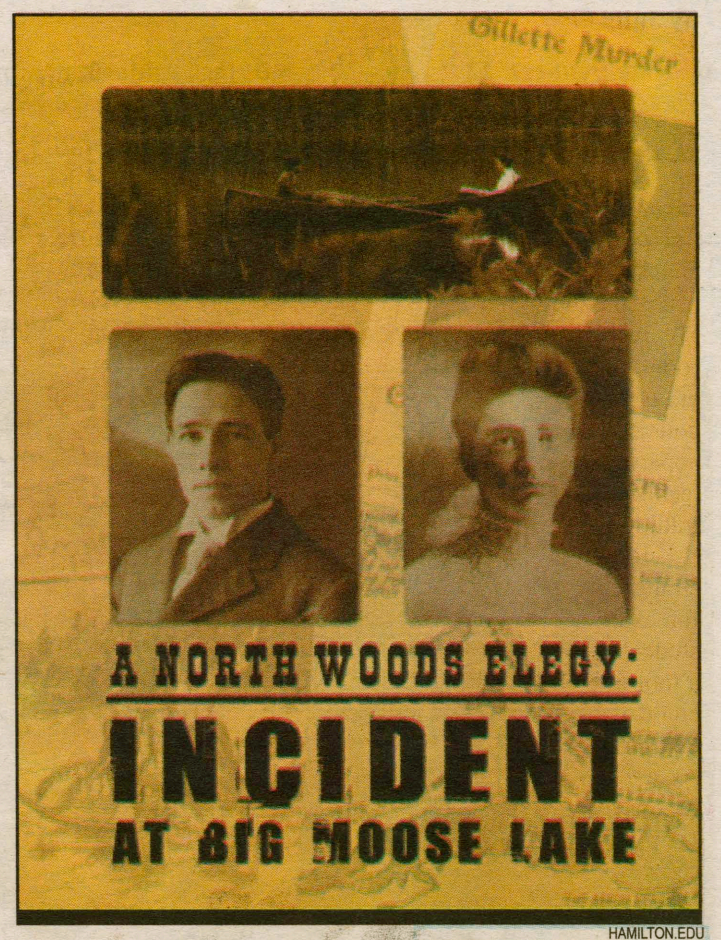
Taylor has woven these events together in his documentary. The title refers to the Adirondacks, called the "north woods" by New Yorkers during the Victorian Age. *North Woods Elegy* cuts between photographs and newspaper clippings, a few reenactments, and interviews with Sherman and Brandon. The opening shot of the empty boat on Big Moose Lake is a study in the eeriness that defines the rest of the film, underscored by dark electronic music. The film returns over and over again to photographs of Gillette. "The image of Chester really drew me in," Taylor said. "People [at the time] were obsessed with his image." Taylor chose to reenact scenes for which there was no pictorial evidence: Chester and Grace's courtship, the fateful day on the lake and Chester's time in jail.

Taylor, who has previously worked mostly in experimental film, first heard the story in 2004 and thought it could make a great documentary. He learned that although the idea had been proposed in the past, no documentary had ever been made. "I took that as a challenge," Taylor said.

In a panel discussion after the screening, Sherman and Brandon answered audience questions on some of the more ambiguous aspects of the case, particularly the exact details of how Chester killed Grace. They spoke in greater detail about the importance of Grace's letters to Chester. Beautifully written and filled with heart aching hope and pathos, the publication of the letters during the trial grabbed the country in a sensational hold.

Hamilton College has in its Special Collection both the letters and Gillette's prison diary. According to Sherman, it is only in Gillette's diary that we catch a glimpse of his internal emotions after the trial, especially in his fondness for his sister; the diary remained in the family of this sister until its rediscovery in 2007. Since then, Sherman and Brandon have worked to transcribe and track down the many obscure names and references mentioned in it. It was the first book published by Hamilton's Richard W Couper Press.

Hamilton has a reputation for excellent conservation of Special Collections, which may have led Gillette's descendant to donate the diary to the College. Since the goal of Burke Library's Special Collections is, according to Special Collections Librarian Christian Goodwillie, "not only to preserve, but to preserve for use," the diary was de-acidified so the pages wouldn't fall apart, and each page can now be viewed individually. The library also has about five boxes of material pertaining to the trial, from newspaper clippings to letters.



HAMILTON.EDU

Few trials have remained in America's consciousness for so long. For the past hundred-plus years, the Gillette-Brown murder case has continued to reappear in popular media and scholarly research. From Theodore Dreiser's acclaimed and heavily dramatized 1925 novel *American Tragedy*, to Brandon's 1986 book *Murder in the Adirondacks*, to multiple dramatizations (including ones which Sherman helped create for Herkimer County) and a Metropolitan Opera presentation of *American Tragedy* in 2005, the case continues to reappear and fascinate the American public. The events of a century ago put Central New York on the national map, and its story continues to resonate with the residents of the area. Taylor likened a sold-out screening of North Woods Elegy to "a rock concert."

The Gillette archives are but some of the many important historical documents which Hamilton has in its possession, but their importance to both national and local culture makes them one of the college's most intriguing collections. "To have this relatively intact archive, and to have it located geographically at the center point of where it all happened, is great," Goodwillie said. "We're thrilled to have them."

2012 Days-Massolo Center Spring Calendar

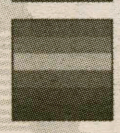
January

Mon, January 23
Appreciating Diversity at Hamilton College: Staff Training
Noon – 4:30 p.m. | Sadove Conference Room

Tues, January 24
Bisexuality 101 & Beyond: Lecture by Robyn Ochs
4:15 p.m. | Sadove Conference Room

Wed, January 25
Reading To Write: Workshop with Poet Terrance Hayes
4:00 p.m. | Days-Massolo Center

Friday, January 27
Celebrate Shabbat & Learn with Rabbi Sigal
5 - 8 p.m., Eells Dining Hall


Tues, January 31
Open Doors: LGBTQA Discussion Group
6:30 p.m. | LGBT Resource Center (Days-Massolo Center, Rm. 201)

February

Fri, February 3, 10, 17, 24
Study Abroad Info Sessions
Noon – 1:15 p.m. | Days-Massolo Center

Mon, February 6
Black History Month Keynote Lecture: Don C. Sawyer, III "Hip-Hop Culture, Perceived Anti-Intellectualism, and Young Black Males"
4:15 p.m. | KJ Auditorium

Tues, February 7
Brother Outsider: Life of Bayard Rustin (Black History Month Movie)
4:15 p.m. | Days-Massolo Center

Tues, February 14
Good Hair: Documentary by Chris Rock (Black History Month Movie)
4:15 p.m. | Days-Massolo Center

Wed, February 15
Book Reading with David Pratt '80: "Bob the Book"
4:15 p.m. | Days-Massolo Cente

Tues, February 21
Female Chauvinist Pigs: Lecture by Ariel Levy
Part of Womyns' History Month
7:00 p.m. | Events Barn

Thurs, February 23
Deep Roots: A Panel Discussion on Hair with Dr. Noliwe Rooks
7:00 p.m. | Red Pit

Fri, February 24
Preserving Culture through Dance & Music Workshop with Oyu Oro Afro-Cuban Experimental Dance Ensemble
4:00 p.m. | Wellin Hall

March

Mon, March 26
The Ongoing Salience of Race and Religion in "Post-Racial" America: Professor Jaideep Singh
Asian Pacific Islander History Month
4:15 p.m. | Days-Massolo Center

For more information, please contact Amit Taneja, Director, Days-Massolo Center, at ataneja@hamilton.edu or call 315-859-4252

Contact the Days-Massolo Center:
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April

Tues, April 3
The Asian-American Experience in the Contemporary USA: Cathy Bao Bean
Asian Pacific Islander History Month
6:00 p.m. | Red Pit

Thurs, April 5
Class, Race and the Alternative Food Movement in the USA
Professor Psyche Williams-Forson
4:15 p.m. | Red Pit

Tues, April 10
Lecture by Professor France Winddance Twine
4:15 p.m. | Red Pit

Wed, April 18
Fatal Invention: Recreating Race in the 21st Century
Professor Dorothy Roberts
7:30 p.m. | Chapel

The 2012 spring semester events are co-sponsored with the following departments:

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Hamilton
DAYS-MASSOLO CENTER

Duvekot impresses with honest, heartfelt lyricism

by Kate Bennert '12
ARTS AND ENTERTAINMENT WRITER

Antje Duvekot is definitely different than some of the female artists that have come through for the Acoustic Coffehouse series. I walked away from the concert this past Thursday feeling that Antje is one of the most honest humans to have graced the stage in the Barn, but it has taken me some time to figure out why.

Antje moved from Germany to Delaware when she was 13 years old. She was thrust into a new culture and immersed in a new language. She remembers trying to answer an adult when they asked her how school was going. "School sucks!" she said, because this seemed to be the way that other kids would answer the question. "The culture was so different!" she told me after the show. "There were dress up days in school! Everything in Germany was usually so serious..."

PHOTO BY DAVID MORGAN '15

Antje Duvekot evoked powerful imagery during her performance in the Events Barn last Thursday.

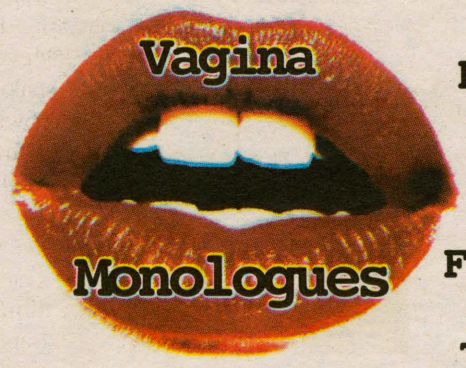
On stage she seemed both shy and confident. She sings folksy songs that speak of "flowered graveyards" and "people bridging the distance over nettles and thorns." And when I wasn't concentrating on her words, I was mesmerized by her voice. It is kind and melodic, strong but not at all angry. Were it not for her charming lyrics, she would have reminded me a lot of Ani Difranco. Though she was comfortable and relaxed in front of people onstage, she confessed that she is "very much an introvert."

"I'm making a living off of music, which is pretty much my only goal. I don't want to be famous," she told me. And though I would like her music to reach a wider audience, I'd have to agree that a small attentive audience is a perfect setting for her.

Still, there was something about her that seemed so real to me that I couldn't put my finger on. As I walked by the stage after the show, I caught a glimpse of a strange pictogram on the floor by the microphone. There were stick figures, bottles and covered wagons drawn on a legal sized white paper. I thought it was a graphical representation of her set list, but I later learned that it was actually a bunch of pneumonic devices to help her remember the words to a new song.

Then it hit me: Her performance was so honest because her songs seemed almost as if they transcended language. They were musical strings of images that created a very strong sense of warmth and familiarity. It seems to me as if she uses language very deliberately, whereas some artists take it for granted or exploit it. Overall, I found the show to be very welcoming, honest and enjoyable.

A&E weekly schedule



Fillius Events Barn
Feb. 14
7 p.m.

Poetry Reading by Jane Springer

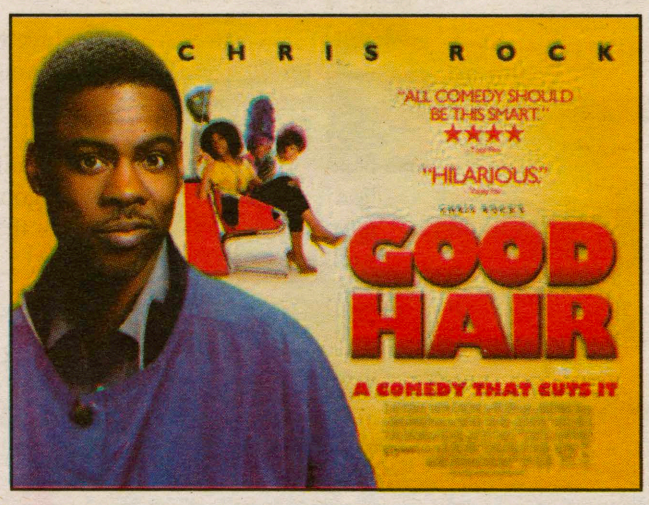
(Hamilton College Visiting Assistant Professor of English)

Friday, Feb. 10 at Noon

Dwight Lounge in the Bristol Center

Grammy Viewing Party

Sadove Living Room
Sunday, February 12
8 p.m. - 11 p.m.



Good Hair Documentary
Tuesday, Feb. 14
4:15 p.m.
Days-Massolo Center Living Room

Mr. Hamilton

Feb. 15
8:30 p.m.
Annex

Black History Month Movie Series

Finding beauty in the grotesque

by Sade Oyalowo '14
Arts and Entertainment Editor

The Fillius Events Barn was pleasantly full of students and faculty on Tuesday night, waiting to hear excerpts from Amelia Gray's first novel, *Threats*, a story about David, a retired dentist, who struggles to discover the mysteries of his wife, Franny. After an extremely hospitable introduction by Visiting Assistant Professor of English Hoa Ngo, Gray took her rightful place behind the podium.

The first scene Gray read from *Threats* is surprisingly grotesque, yet beautifully written. It describes the beginning of the story in which Franny is at the bottom of a staircase, dying, with blood and vomit covering her dress. Completely unaware of the audiences shocked and slightly appalled expressions, Gray casually continued to read another excerpt, which consisted of a flashback to David and Franny's wedding reception.

Although Gray's monotone voice made some of the crowd weary, her shocking content and intricate imagery kept the audience captivated. She completed her reading with two more scenes from *Threats*, then allowed a brief question and answer session with the audience.

Gray hails from Austin, Texas, where she is the founder and co-host of the reading and music show *Five Things*. Her writings have appeared in *The Onion*, *American Short Fiction*, *McSweeney's Internet Tendency* and *Caketrain*, among others. Her work has been chosen as the finalist for McSweeney's Amanda Davis Highwire Contest and the DIAGRAM Innovative Fiction Contest.

She first emerged in writing scene with her two short story collections, *AM/PM* and *Museum of Weird* (winner of the Ronald Sukenick American Book Review Prize for Innovative Fiction). Both collections are a cabinet of oddities such as cannibalism and serial killing. As seen in *Threats*, writing about peculiar and bizarre instances seems to be a pattern for Gray. When a student asked her the reasoning for this during the Q&A Gray replied, "Everything is weird and everyone is weird. Weird is normal."

Threats is eloquently written and heavy laden with metaphors and similes. Gray creates an eerie and chilling world for her reader that is absolutely electrifying.

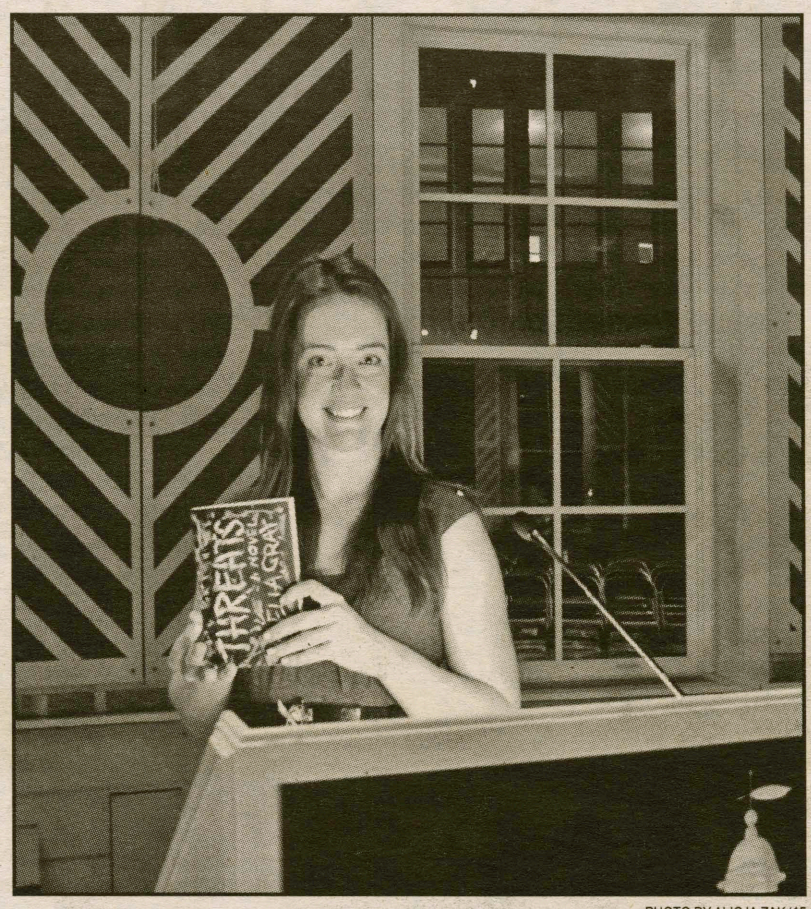


PHOTO BY ALICJA ZAK '15

Amelia Gray poses with her first novel, about a retired dentist.

Eleanor Roosevelt opera to visit Wellin

by Allison Eck '12
Editor-in-Chief

At the outset of *Eleanor Roosevelt*, an opera premiered last March by Syracuse's Society for New Music, the audience learns of FDR's infidelity.

"She had been my social secretary — my excessively social secretary," intones Eleanor. The line is clever, but it also has a certain weight of sadness to it. Later, when Eleanor is pressured to confront the issue, she firmly resists: "Now's not the time to talk of it, Franklin." Her resolve and composure in the face of changing family dynamics are central to the message of the opera, which will have its second run Sunday at 3 p.m. in Wellin under the orchestral direction of Associate Professor of Music Heather Buchman. The opera is based on Rhoda Lerman's play, "Eleanor: Her Secret Journey."

This production is not what some students might think of as a tradition opera; there are no elaborate sets or virtuosic coloratura, and it's not stuffy or cliché. Composer and Buffalo resident Persis Parshall Vehar's score is bouncy, angular, and undecorated — it is only "opera" in the sense that there are no regular speaking parts. The result is a provocative and musically rich demonstration of how Eleanor Roosevelt found her voice and shaped her life's purpose.

WOMENSHISTORY.ABOUT.COM/

The opera (which is brought to us by the only new music organization in upstate New York) deals with Eleanor's political awakening and her contributions to the United Nations Declaration of Human Rights. In Act 1, Eleanor learns about the realities of trench warfare from her escort in Paris, Major Duckworth, who suffers from undiagnosed post-traumatic stress syndrome from his combat experience in World War I. Eleanor's reflection on the horrors of what she's seen are especially moving; the libretto (text), written by Vehar's daughter, Gabrielle Vehar, contains some of Eleanor's own words discovered in old letters.

"This simply must be heard — the exhilaration and transformation of this moment is something that can only be experienced through music," said Buchman, who characterizes the work as "cathartic and inspiring."

It also employs universal themes such that any audience member will feel in some way transformed by its artistic empowerment. Buchman says that is why she wanted to bring it to Hamilton. "Persis Vehar's music is so perfectly attuned to the spirit of this story, and I want for people in this community to experience how affecting and beautiful a piece of music can be that was written just one year ago," she said.

And for all the beauty, there is of course some ugliness. Eleanor's struggles with her mother-in-law, Sarah, are rooted in Sarah's racist and homophobic tendencies; she chides Eleanor for inviting her new friends from the women's rights movement (who, according to Sarah, "prefer each other") to the house. Some of the most memorable and rousing lines come from such interactions between Eleanor and Sarah.

Tickets to *Eleanor Roosevelt* are $15 for the general public, $10 for the Hamilton community, and $5 for students. And on Friday, at 4 p.m. in Schambach 108, Persis Vehar will be talking with students and other members of the community about the opera, her music, and how feels being a woman composer in this modern era.

WHCL CORNER

Show Profile: *PMW*

Friday, 1 - 2 p.m.
with
Pete Adelfo '13

Sounds like: Everything across the board. When you tune in, expect to hear everything from Bon Iver to Skrillex. While this may sound like a confusing and hectic musical experience, the guarantee I offer with every show is that you're going to want to dance. Maybe just to one song, but dammit there will be a moment every week where you can't resist shaking (at least) your foot. No matter what music you like, you'll probably hear something on my show that strikes your fancy.

If my show were a Pokemon, it would be: Charizard. Holographic Charizard.

What song do you love (or love to hate) in the Diner Jukebox: I must say, I love when Cher comes on the Diner Jukebox. Even though I've heard 'Believe' close to eight million times, you know something good is happening in the diner when that song comes on.

Some albums you can expect to hear some or all of: *Yours Truly* - Sol. *Scary Monsters and Nice Sprites* - Skrillex. *This Is Happening* - LCD Soundsystem. *Watch the Throne* - Jay-Z and Kanye West. *Manners*- Passion Pit.

Wrobel '13 shines in College Choir production

Leading lady speaks line 'with the air of a 1940s movie star' as the *Lady in the Dark* last weekend

by Steve LaRochelle '14
Arts and Entertainment Editor

Lady in the Dark was probably the strangest musical I have ever seen. But it was the good kind of strange; it was the kind of strange that made me think.

The show was almost three hours long, so I had plenty of time to wallow in my own thoughts. I saw it the afternoon before the Super Bowl, so I'll admit that at times during the first act my mind wandered a bit off-topic. I thought about the large quantities of pizza and buffalo wings that I was about to consume, and more importantly I thought about the impending glory of a Patriots Super Bowl championship (well that didn't work out...). Needless to say, I struggled to maintain attentiveness at times as the dramatic plot thumped along for what in my deranged mind seemed to be an eternity.

But then things started to pick up a bit, and I slowly emerged from my mindless reveries to realize that I was witnessing something special. The performance of Andrea Wrobel '13 in the leading role of Liza was captivating. She spoke her lines with the air of a 1940s movie star (that's a compliment, considering that the musical takes place in the 1940s). For some reason, when I closed my eyes (which, I'll admit, I did a few times during the longer doctor's office scenes), I envisioned a classic black and white film.

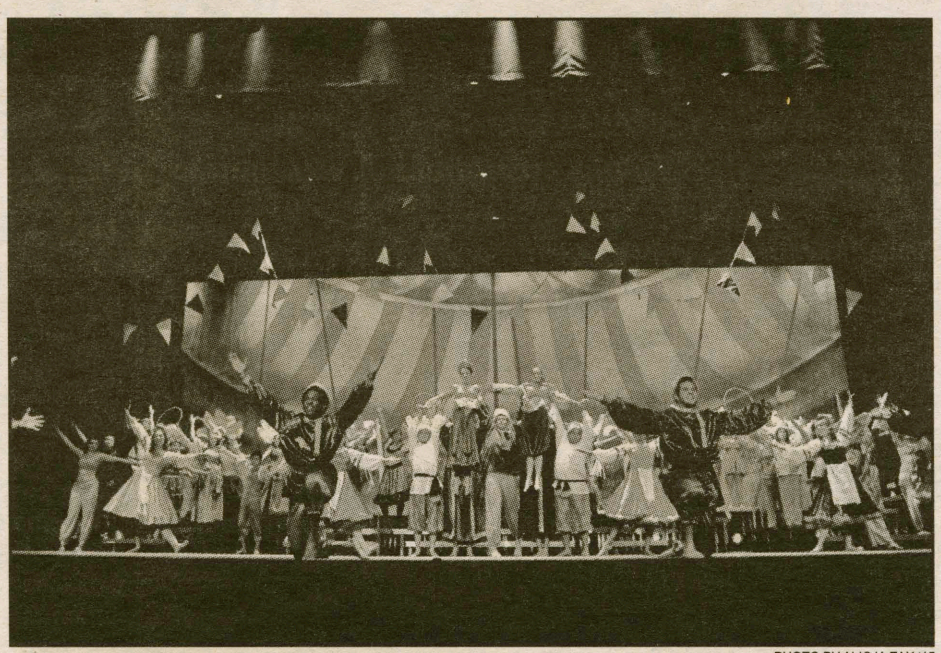


PHOTO BY ALICJA ZAK '15

The cast of *Lady in the Dark* pauses for applause after a group number.

Even more captivating than Wrobel's speaking was her singing, which stood out to me as one of the top two high points of the show. She beautifully delivered Liza's darker musical lines with a haunting grace. The melody she hummed each time she began her psychoanalysis with Dr. Brooks (played brilliantly by Gabe Hage '12) left such a memorable imprint on my mind that I can still hum it out loud five days later. In a production filled with talented singers and performers, Wrobel's confident voice and easy stage presence distinguished her from her colleagues.

Lady in the Dark is a serious and contemplative musical littered with fascinating psychological drama and intellectual intrigue. Thus I'm showing a bit of shallowness in admitting that my favorite part of the show, aside from Wrobel's lovely singing voice, was the utter absurdity and chaos of the long, strange trip that was the Circus Scene in Act 2. The photo printed next to this story barely does this hilarious scene justice. There was just so much happening on stage that I became overwhelmed; I couldn't even follow the plot anymore because there were so many people in outrageous costumes frolicking all over the place. Yet I was more amused than I was at any other point in the musical. The members of the ensemble seemed to be having so much fun up there. I think the scene intrigued me because, aside from its elaborate costuming and choreography, it stood in such sharp contrast to the rest of the show. It had a completely different feel, an utterly distinct aesthetic.

It was playful rather than contemplative; it was a moment of joy wedged in the midst of a plot that largely focused on depression and dissatisfaction. It was much needed comic relief for the audience. I think it provided much needed comic relief for the actors on stage, too.

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CALL FOR ENTRIES

COMMON READING INVITATIONAL EXHIBITION

HOW DID THE COMMON READING INSPIRE YOU?

The Common Reading Invitational Exhibition celebrates creative projects inspired by the Hamilton College Common Reading. This year's Common Reading is *The Immortal Life of Henrietta Lacks* by Rebecca Skloot.

Invited students will get the opportunity to exhibit their artwork at the Burke Library and discuss their projects at a public reception.

ELIGIBILITY

- All Hamilton College students are eligible to enter.
- All media and creative art forms will be considered. Projects may include but are not limited to: painting, sculpture, drawing, photography, poetry, music, video, performance, plays, digital arts and short stories.
- Works in progress are eligible.

APPLICATION PROCEDURES

Interested students must submit a completed Common Reading Invitational Exhibition Application Form and required supplementary materials **on or before February 10, 2012** at:

www.hamilton.edu/gallery/commonreadinginvitationalexhibition

SELECTION

A committee will select works for the exhibition. Applicants will notified of their acceptance.

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Track and field stars reach new heights

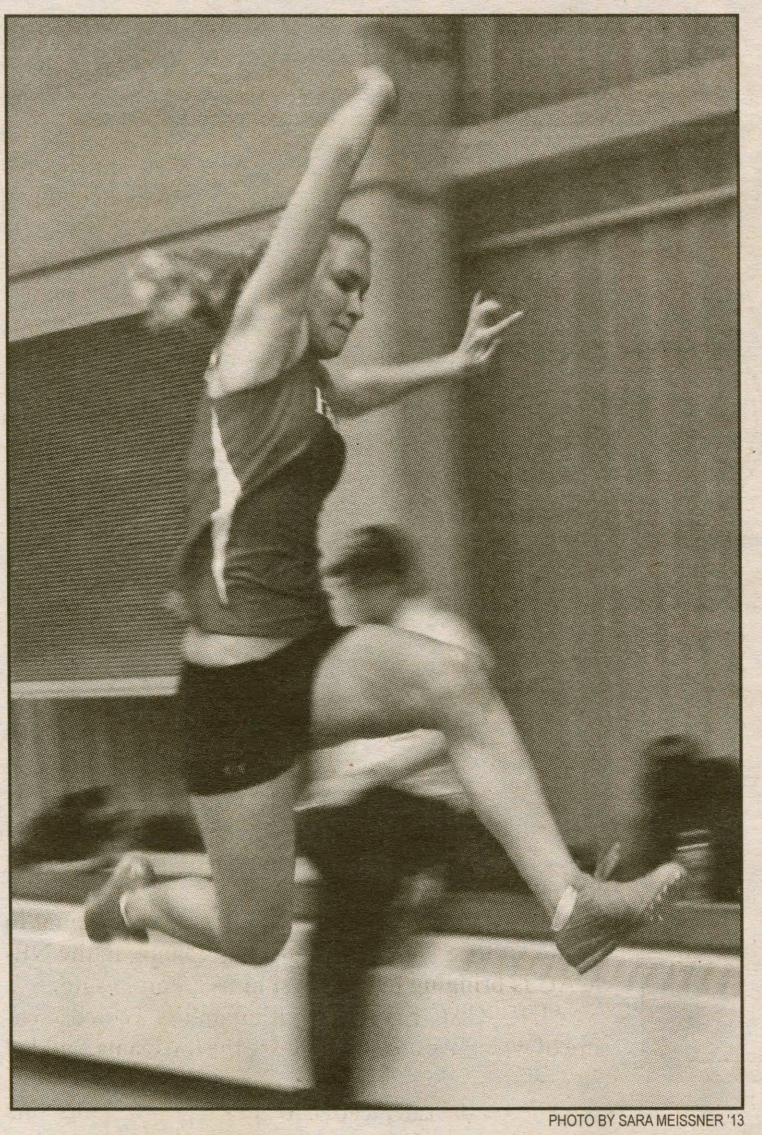

PHOTO BY SARA MEISSNER '13

Katie Steates '15 posted a length of 4.48 meters in the long jump, placing 11th overall.

by Caitlin O'Connor '14
Sports Editor

It wasn't just runners hitting their stride this Saturday in the Margaret Bundy Scott Field House, as the Hamilton Invitational brought out impressive finishes across the board from the Hamilton arsenal of talent, including long distance, sprints and high jump.

Hamilton runners shone in the 5,000-meters this weekend, with both the men and women taking home the top place in the event. Hashem Zikry '13 posted a respectable time of 15:38.81, while Hannah Lyons outran her closest competitor by over 45 seconds with an 18:46.34.

Both of these athletes benefit from training with the Hamilton cross-country team in the fall, keeping them in shape for a quick winter season that often comes and goes before most other athletes even have time to get back into shape. As Zikry says, "I don't really have any goals for indoor. I view indoor more as a stepping stone for outdoor track when the real racing starts."

The long distance events weren't the only places Hamilton was beating the pack. Sophomore Benjamin Yeo placed fourth in the 800-meter in 2:04.48. In addition, despite coming off a semester-abroad and recent injury, 2011 state champion Jimmy Alexis '13 managed to place 12th out of over 40 runners in the 200-meter dash with a time of 24.52 seconds. Looking ahead, Alexis expressed he would like to "get back into shape off of these injuries, win another state title, and start looking at what I got to do to get to nationals."

Even with swift races by the men, it was the female Continentals who truly shown in the mid-distance events. The women had four back-to-back finishes in the 800-meter run with senior Glen Watkins leading the group with a fourth place finish in 2:28.57. She was followed by Sarah Boak '12, Sarah Ohanesian '14 and Emily Heckman '13 respectively, all finishing within five seconds of Watkins' time.

After a semester abroad, Hamilton phenom Muriel Schwinn '13 reminded her competitors of her tenacity, placing second in the long jump with a distance of 4.94 meters. She also successfully placed in the top ten of the 200-meter and 60-meter dashes, qualifying for the finals in the sprint with a time of 8.4 seconds.

In addition to the veterans, some fresh meat shook up the Bundy Scott Field House during the competition. First-year Krystina Choinskia took fourth place in the 1,000-meter run with a time of 3:13.90, while her peer Katie Steates '15 placed sixth in the high jump with a high of 1.45 meters.

All great performances aside, the true star of the show thus far this season has been Graham Sadler '14. Sadler was all-league and all-NYSCTC in the high jump his first-year season, but took a year-long hiatus in 2011. He matched the farthest jump of the day on Saturday at 1.95 meters, but fell to second place due to more misses at previous heights than his opponent.

At last week's Colgate invitational, Sadler broke a school record that was set almost 30 years ago with a height of 1.99 meters, in addition to placing second in the triple jump with a mark of 12.25 meters. According to Alexis, "Sadler is a stellar athlete and has been integral to our success these past weeks."

Hopefully Sadler's success continues as the team travels to compete at Cornell University this weekend, and everyone can witness Alexis's prediction that his record-breaking teammate, "is a force to be reckoned with this year."

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NESCAC hockey's leading scorers reside on the Hill

PHOTO BY SARA MEISSNER '13

Michael DiMare '14 (#9) and Anthony Scarpino '12 (#12) rank first and third in the NESCAC in points, respectively.

from ***M. Hockey,*** *page 15*

and 21, they tied Trinity 3-3 a week later. But they didn't leave happy with a tie.

Hamilton led 3-1 through two periods on goals by Bryan Kelly '12, Michael DiMare '14 and Joe Rausch '15. But the Continentals gave up two goals in the first two minutes of the third period and couldn't convert on any of their three power play opportunities in the final period. They followed up the tie against Trinity with a 5-3 loss at Wesleyan and a 4-2 loss to Colby.

The team can hang its hat on its most recent performance. The Continentals tied 15th nationally-ranked Bowdoin 2-2 on Feb. 4. After falling behind 2-0 with 2:38 to go in the first period, Hamilton struck back with two second period goals, both by Anthony Scarpino '12. The goals were his 13th and 14th of the season. But after Scarpino's second goal just seven minutes into the period, neither team was able to get on the board.

Cam Gibbar '13 played masterfully, stopping 24 of 26 shots. Hamilton's defense was solid on the power play, holding Bowdoin scoreless in four opportunities. But Hamilton squandered a whopping eight power play opportunities, marring an otherwise consistent outing.

Hamilton's final four-game stretch includes home contests against Connecticut College and Tufts on Feb. 11 and 12, and road games against Middlebury and Williams the following weekend. They have already defeated Conn College and Middlebury, and they only lost to Tufts by one goal, so they may still have a chance to leapfrog Wesleyan, Trinity and Conn to finish sixth in the NESCAC.

Alex Wood '12: a model Hamilton student-athlete

*from **A. Wood**, page 16*

skill," commented King. During his four years, Wood has helped Coach King establish a team with good chemistry, which is what any coach would want. "Squash fosters individuality, but it's always nice to have a good team dynamic and Alex plays a key role in fostering that," added King.

Wood enjoys playing squash because he finds it is, "fast-paced, creative and always uncertain." However, because it is an individual sport, you can't count on someone else to substitute in when you start to get tired. During those moments, Wood thinks of his teammates for inspiration.

"Squash is a bit strange in that you are alone on court, but your result contributes hugely to your team," he commented. "I try to remind myself of my team and how hard they're working when I start to falter."

"At home matches, I find inspiration in squash team superfan Andrew Napkinson '15," he added.

One might not know it, but off the court Wood excels in the classroom. In the 2010-2011 season he was

"Squash fosters individuality, but it's always nice to have a good team dynamic and Alex plays a key role in fostering that."
—Coach Jamie King

a member of the NESCAC Winter All-Academic team. Coach King described Alex as being a "student-first athlete," but also said he has a "smart wit that embodies his quirky sense of humor." As a lab science major, Wood said free time is pretty scarce during the season, so he enjoys spending the time he has with friends and getting off campus to explore different restaurants because he likes to cook.

"I enjoy staying in shape, climbing, and playing assorted IM sports, especially with the Dream Team, my other team and reigning volleyball champs," Wood said of how he spends time in the offseason.

Make sure to catch Alex Wood in his last home match this weekend against Hobart on Feb. 11 and Connecticut College on Feb. 12.

Women's basketball can't cut it in Connecticut

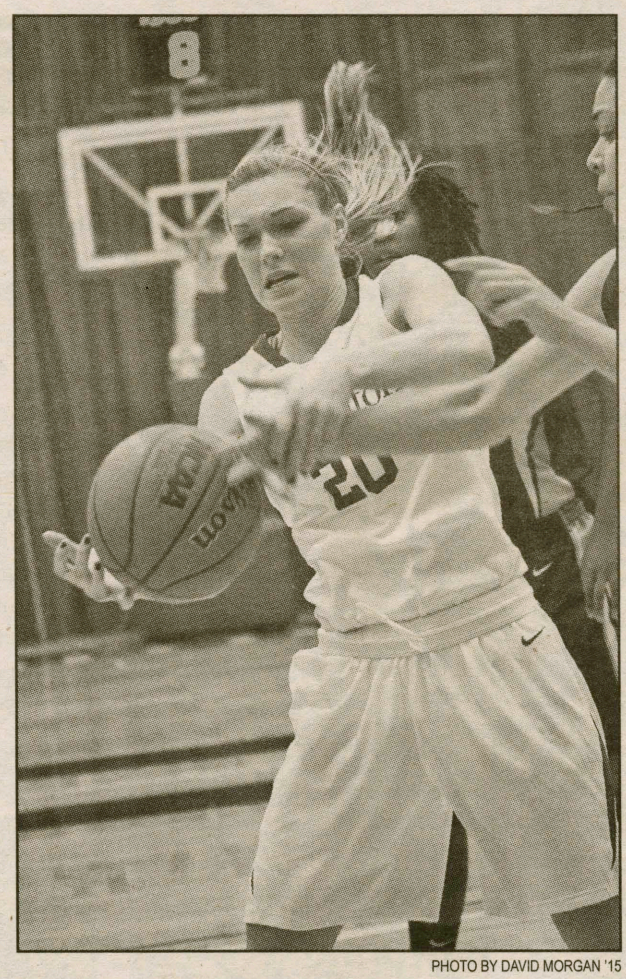

PHOTO BY DAVID MORGAN '15

Olivia Pimm '14 has been strong on the boards, bringing down close to six rebounds per game.

by Patrick English '15
Sports Contributor

The Hamilton women's basketball team (8-13, 1-7 NESCAC) suffered two tough losses this week on a road trip to Connecticut College (16-4, 5-3 NESCAC) and Wesleyan University (13-6, 5-3 NESCAC).

The Continentals got off to a good start in New London, CT on Thursday and played close throughout the first half, owning a 24-23 lead at halftime. Conn College answered with an 8-0 run early in the second half and took the lead for good with 14:20 left. After the Camels stretched their lead to 51-43 with 2:35 left, Hamilton rallied back on a clutch free throw and two jumpers by Eliza Howe '13, cutting the lead to four with 33 seconds left. Unfortunately, it was too little too late, as Conn made their free throws to win the game 57-50.

Howe led the scoring for Hamilton with 27 points; Dani Feigin '14 put up 17 points off the bench, and Kim Goidell '14, Claire Husinger '13 and Margaret Smith '15 each had two points. Howe also led on the boards with eight, while Arianna Pulford '15 pulled down seven, Goidell six and Olivia Pimm '14 five.

The game at Wesleyan in Middletown, CT on Sunday was a different story. While the Continentals played well in the first half and trailed by only five at halftime, the Wesleyan Cardinals pulled away early in the second half and never looked back. A 13- 6 run early in the half gave Wesleyan a 40-28 lead with 16:51 left in the half. Hamilton rallied back with a 13-4 run to cut the lead to just three with 12:53 left on the strength of three buckets, including two from behind the arc, from Feigin. However, Hamilton went scoreless for over five minutes after that, allowing Wesleyan to score 13 straight points. For the final seven minutes of the game, Wesleyan held onto a double-digit lead, culminating in a tough, lopsided 72-52 loss.

"The Connecticut and Wesleyan games were very competitive. The score doesn't always show how tough we are," said Feigin, who led Hamilton in scoring with another great game off the bench, scoring 16. Howe had 13 and Husinger scored seven. Howe led the team in rebounds again with six. Three Cardinals posting double-digit performances helped Wesleyan's cause.

"It's always great to play teams that are going to push you to be your best, and I think being in the NESCAC is bringing out the best in us," Feigin said.

"[NESCAC Play] is exciting and is a good measure of where we are compared to the top teams," added Goidell.

The team has faced two tough adjustments this season: It is Coach Kate DeSorrento's first season as head coach, and junior Madie Harlem is abroad.

"[Coach DeSorrento] has been really easy to work with, cares a lot about us and is very trustworthy," said Goidell. On Harlem's absence, she added, "It's definitely hurt us, but we did a good job of learning to play without her and we grew a lot as a team."

Despite three straight losses, the team hopes to rebound and finish the season strong this weekend. They play Tufts (18-5, 7-2 NESCAC) on Friday, Feb. 10 at 6 p.m. and Bates (9-13, 2-7 NESCAC) on Sunday, Feb. 12 at 12 p.m. Both games are at home in the Bundy Scott Field House.

"We want to play hard, play together and finish off the season on a high note," said Goidell.

Feigin and Goidell are also really excited about the team's outlook for next year:

"We have a lot of really good players who are constantly getting better—and that's all we can hope for…To get better each year and grow as a team," said Feigin.

Hamilton men's ice hockey struggles to seize the day in conference play

by Dave Meisel '13
Sports Staff Writer

Hamilton's men's ice hockey team headed into the second semester with a chance against conference opponents to make a run and finish their season strong. Unlike a certain New York pro sports team that capitalized on a similar opportunity over the weekend, the Continentals are squandering that opportunity.

The Continentals are now 7-10-3 and 3-9-2 in the NESCAC. They haven't won since Jan. 13, when they were looking at an 11-game final stretch, ten against conference opponents.

Since defeating the Connecticut College Camels, the Continentals have gone 0-5-2. They have been outscored 29-15 in that stretch and have not scored more than three goals in any game.

None of their losses have been routs. Though they got beaten up by Amherst and second nationally-ranked SUNY Oswego by a combined score of 11-2 on Jan. 20

*see **M. Hockey**, page 14*

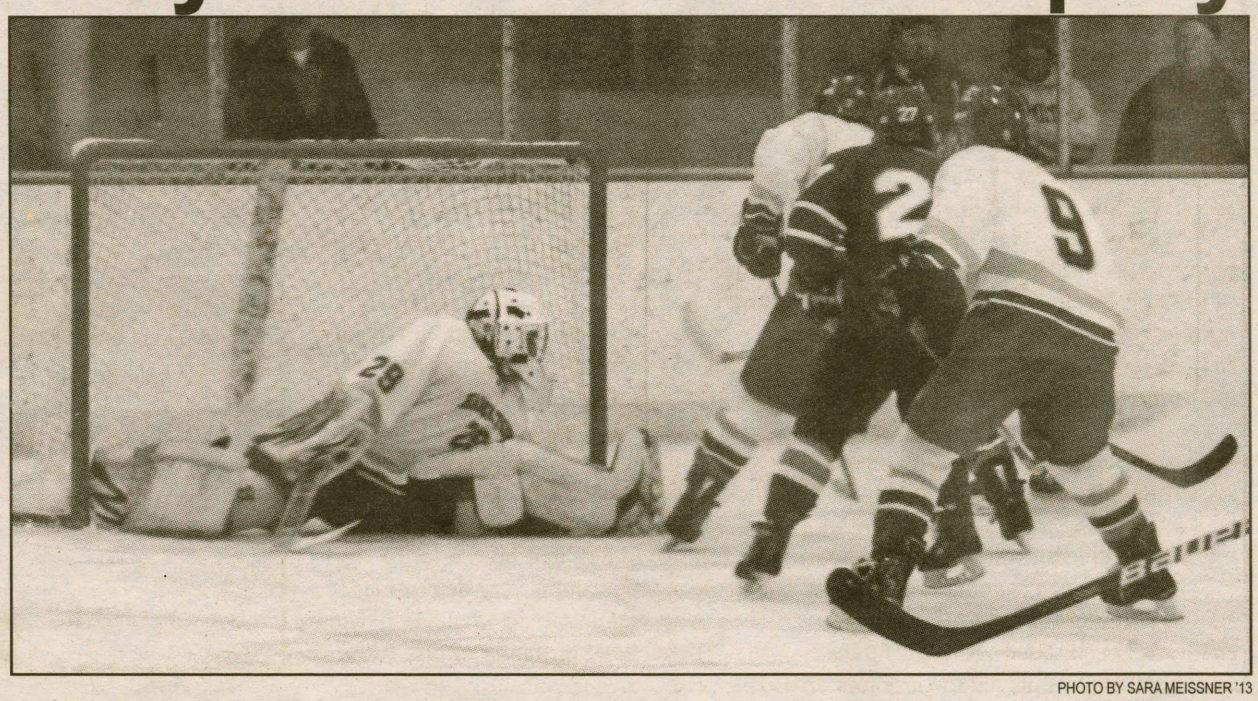

PHOTO BY SARA MEISSNER '13

Joe Quattrochi '14 stopped 26 shots vs. Colby, but it wasn't enough as Hamilton lost 4-2.

H SPECTATOR SPORTS
February 9, 2012

Hamilton women's swimming downs RPI

PHOTO BY SARA MEISSNER '13

Senior swimmers ran the gauntlet during the Senior Ceremony before the dual meet.

by Samantha Stoner '13
Sports Contributor

The Hamilton's men's and women's swimming and diving teams wrapped up a strong season with impressive showings at a dual meet against RPI this past weekend.

The seniors on both the men's and women's teams, swimming in their final home meet of their collegiate careers, put in a particularly strong performance, reflecting their desires to go out on top. Standout senior Megan Gibbons finished first in the 50 freestyle and the 100 free and anchored a 400 medley relay, which Hamilton also won.

For the men's team, senior Jonathan Fung put in a particularly strong showing, swimming in the 400 medley relay that finished first, as well as finishing second in the 50 free and 100 butterfly.

The enthusiasm of the fans at home and desire to end the season on a high note resulted in a particularly strong performance from the women's team, who racked up 155 points to RPI's 83. For the women, nine swimmers finished first, and Diane Paverman '13 swept both diving events. Junior Maja Feenick articulated the pride and excitement of the women's team: "The women's win against RPI was really a great way to end the dual meet season, especially for the seniors. There was such great energy on deck and in the pool, and I can't wait to see how it carries over into NESCACS."

The men's team also ended the season on a high note with many team members putting in some of their best times this season. The men's team did not have any divers competing in the meet, which gave RPI a mathematical point advantage that contributed to RPI's 131 points to Hamilton's 92. Notably, first-year Reid Swartz put in a strong performance in this final meet, finishing first in two of his meets.

The positive finish to the season for both the men's and women's teams puts them in an exciting place for the upcoming NESCAC Championships. Senior Tom Cyran spoke with enthusiasm about participating in NESCACs.

"We have more confidence in our swims as we proceed to NESCACs in two and a half weeks," he said. "Looking to Championships, we believe that we can compete strongly on an individual level with many of the swimmers at the top NESCAC schools. It is an exciting point in our season, and we hope to continue our past successes at NESCACs."

The women's team will travel to Wesleyan to compete in NESCACs on Feb. 17 and the men's team will be competing in NESCACs held at Williams the week afterwards to wrap up their season.

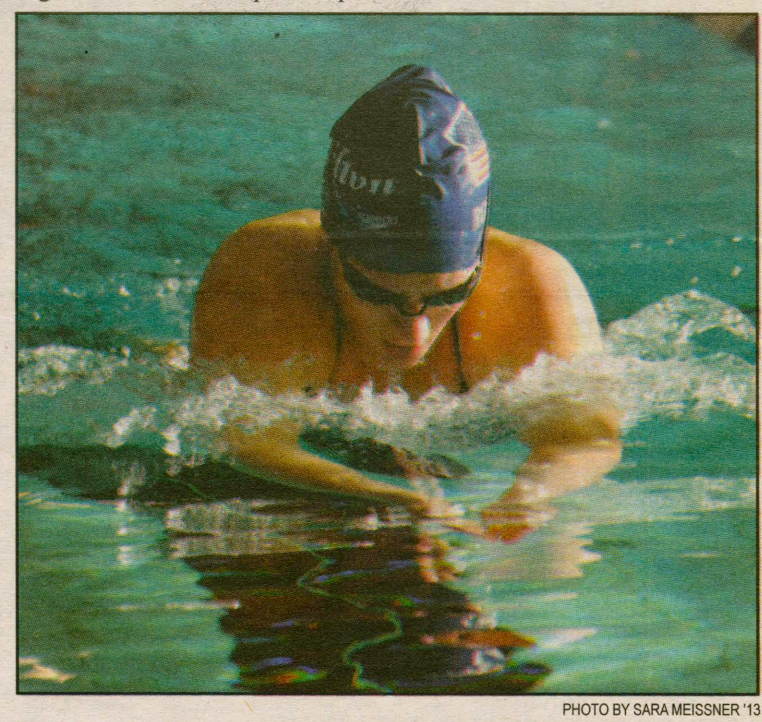

PHOTO BY SARA MEISSNER '13

Maggie Rosenbaum '14 won the 200 individual medley.

Athlete of the Week: Alex Wood '12

by Becca Hazlett '13
Sports Columnist

Senior Alex Wood plays in the number three position for the men's squash team and holds a 6-8 record this season. Although squash is an individual sport, he continually contributes to the team, not only with his success on the court but also as a leader off the court.

"He has done very well at the number three position where he has won a lot of his matches, and is always pushing the number two position," commented Coach Jamie King on Wood's performance at the top of the lineup.

Squash is something that Wood wasn't even sure he would play in college. He started playing squash competitively when he was in sixth grade but was more of a multi-sport athlete throughout high school.

"For starters, I'm actually a walk-on. Before Hamilton, I split my time pretty evenly between soccer, squash and baseball. I had always played the last spot on my high school's varsity team, so I never thought I'd qualify for collegiate play," Wood commented on his journey to playing collegiate squash. "I only began considering college squash when we placed fourth in our first trip to Nationals my senior year [of high school], long after the whole application process. Once I got here, met the Kinger and the team and realized I could cut it, I couldn't turn down the opportunity to compete for four more years. I can't imagine my college experience without squash."

Hamilton has given Wood a chance to compete on the court, excel academically and enjoy a great college experience.

Coach King has been thankful to have him on the team not only because of his skill but also because of his leadership and work ethic. As Wood is a co-captain of the team, King commented that he "is a strong role model and a very good leader." In terms of his work ethic, Coach King said Wood is the kind of player that does a lot of work outside practice and is very determined.

"Alex is going to do whatever it takes to get better and constantly improve his

see A. Wood, page 15

PHOTO COURTESY OF ALEX WOOD '12

Senior Captain Alex Wood plays third in the lineup for the Continentals.